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ABSTRACT

This is one of a series of eight Teacher Education Modules developed by Adams State College Teacher Corps Program. The 11 modules in this social studies sequence for the elementary education student have five goals: a) to enable interns to participate in inductive learning situations, b) to introduce interns to some basic concepts of each of the social science disciplines, c) to survey and analyze a variety of social studies resources, d) to enable interns to participate in discussions of elementary social studies teaching plans and learning activities, and e) to enable interns to select and develop social science activities for students of various interests and abilities. Each module consists of a statement of the objective, enabling activities, and evaluation procedures. The module titles are: a) Basic Social Science Concepts, b) Basic Social Studies Concepts and Sequences of Learning Activities for Children, c) Basic Social Studies Concepts and Materials in the Social Studies Resource Center, d) Social Studies Concept Attainment, e) Field Use of Social Studies Concept Attainment Exercises, f) Planning and Inductive Teaching Episode on Concept Formation, g) Field Use of an Inductive Teaching Episode on Concept Formation, h) Analysis, Use and Adaptation of Resources from the Social Studies Resource Center, i) Field Use of Two Resources from the Social Studies Resource Center, j) Investigation of Two Teaching Strategies, and k) Field Use of a Teaching Strategy and Development of Student Evaluation. (HMD)

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ADAMS STATE COLLEGE

TEACHING ELEMENTARY SCHOOL SOCIAL STUDIES

COMPETENCY-BASED APPROACH

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Prepared for the
ADAMS STATE COLLEGE
TEACHER CORPS PROGRAM

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SP008 211

Introductory Rationale

All too often, social studies classes emphasize facts separated from concepts, environments, and people. Such separations are destructive to learning and teaching. If the social sciences which investigate man are isolated from their human context, our past, present, and future will remain mysteriously hidden from children.

By exploring basic social studies concepts concerned with man and his environment, prospective teachers can acquire ideas helpful in assessing themselves, others, and the world around them. By investigating social studies strategies and activities, prospective teachers discover ways of enhancing the well-being of themselves and children.

TEACHING ELEMENTARY SCHOOL SOCIAL STUDIES

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GOALS

I. To enable interns to participate in inductive learning situations.

II. To introduce interns to some basic concepts of each of the social science disciplines.

III. To survey and analyze a variety of social studies resources.

IV. To participate in discussion and evaluation of elementary social studies teaching plans and learning activities.

V. To select and develop social science activities for students of various interests and abilities.

COMPETENCY GOAL STATEMENTS

I. Select social studies activities appropriate to each social science discipline.

II. Plan and present social studies concept attainment exercises.

III. Plan and present an inductive teaching episode on social studies concept formation.

IV. Analyze, select, and adapt social studies resources in the preparation of learning activities.

V. Develop and present social studies learning activities utilizing either group investigation or role playing.

VI. Develop a criteria checklist and a student evaluation device.

PREREQUISITES

These modules are an introductory packet on elementary social studies methods.

TIME

Selections from this packet should be completed by the intern during a ten-week academic quarter.

RESOURCES

1. Text: Joyce, Bruce R., Marsha Weil, Rhoada Wald. Three Teaching Strategies for the Social Studies. Chicago: Science Research Associates, Inc.: 1972.

2. Social Science Resource Center, Teacher Corps Project, Adams State College, Alamosa, Colorado.

3. Students and instructors in the field.

4. Class members and course facilitator at college.

BASIC SOCIAL SCIENCE CONCEPTS

Objective

After analyzing various definitions of the social sciences and participating in class discussion, the intern will write one basic question investigated by each of the social sciences.

Enabling Activities

1. Collect two definitions of each of the social sciences (anthropology, economics, education, geography, history, political science, psychology, and sociology) from dictionaries, textbooks, encyclopedias, etc.

2. Bring these definitions to class for discussion.

3. Write one basic question investigated by each of the social sciences.

Evaluation

The course facilitator will check the questions submitted by each intern to determine whether the question is appropriate to the proported discipline.

BASIC SOCIAL STUDIES CONCEPTS AND SEQUENCES OF LEARNING ACTIVITIES FOR CHILDREN

Objective

Using the eight basic questions developed in Module #1, and working with a group of students in mind, the intern will choose one question to develop learning activities in a sequence appropriate for children in K-6.

Enabling Activities

1. Review eight questions developed in Module #1.
2. Each intern will select one question investigated by the social sciences.
3. During class each intern will work individually or in small groups to develop a sequence of learning activities appropriate to one basic question investigated by a social science. The interns may use any materials from the Social Studies Resource Center.
4. The intern will present his/her sequence of enabling activities to the class for discussion.

Evaluation

The course facilitator will examine each intern's sequence of learning activities to determine:

(1) the appropriateness of the selected kindergarten activity to the children and to the basic social science question; and

(2) the internal consistency of the 1-6 activities based on the kindergarten activity.

The intern will revise his/her sequence, if needed, and submit to the course facilitator until the criteria are met.

BASIC SOCIAL STUDIES CONCEPTS AND MATERIALS

IN THE SOCIAL STUDIES RESOURCE CENTER

Objective

Using the eight basic questions developed in Module #1, the intern will survey the materials available in the Social Studies Resource Center and select one activity to match with each of the eight social science questions for use in discussion.

Enabling Activities

1. Review eight questions developed in Module #1.

2. Survey and analyze materials available in the Social Studies Resource Center to locate an activity appropriate for each of the eight questions. Write out the activities and bring them to class for discussion.

3. The intern will present his/her activity choices from the materials in the Social Studies Resource Center for discussion.

Evaluation

The course facilitator will examine the intern's activity choices to determine whether the activity does investigate the proported social science question.

SOCIAL STUDIES CONCEPT ATTAINMENT

Objective

Using the text by Joyce, Weil, and Wald, the intern will complete three planning forms on concept attainment exercises.

Enabling Activities

1. Read pp. 5-20 in Three Strategies by Joyce, Weil, and Wald.

2. Answer questions on pp. 5-20 in the text and bring the text to class. The sections included are:

   Understanding the Nature of Concepts
   Concept Attainment Games
   Analyzing Concepts in Written Material
   Planning Concept Attainment Exercises (Select topics of your own choice which can be used with your students.)

3. Develop three planning forms on concept attainment exercises (see Handout 4.1) and present these to the class for discussion.

4. Select one concept attainment exercise for use in the field.

Evaluation

The course facilitator will check to see if the enabling activities 1, 2, and 3 have been completed.

The course facilitator will examine the concept attainment exercise chosen by the intern for field use to determine whether the activity is:

(1) appropriate to grade level;

(2) appropriate to the selected concept.

Name

Date

PLANNING FORM: CONCEPT ATTAINMENT EXERCISES

1. Concept:

2. Attributes of the concept:

3. Type of material (written, pictures, objects):

4. Illustrations or descriptions of the data samples (positive and negative) or the unordered material:

5. What other concepts might these samples suggest?

6. Brief description of the concept attainment exercise:

Name

Date

PLANNING FORM: CONCEPT ATTAINMENT EXERCISES

1. Concept:

2. Attributes of the concept:

3. Type of material (written, pictures, objects):

4. Illustrations or descriptions of the data samples (positive and negative) or the unordered material:

5. What other concepts might these samples suggest?

6. Brief description of the concept attainment exercise:

Name

Date

PLANNING FORM: CONCEPT ATTAINMENT EXERCISES

1. Concept:

2. Attributes of the concept:

3. Type of material (written, pictures, objects):

4. Illustrations or descriptions of the data samples (positive and negative) or the unordered material:

5. What other concepts might these samples suggest?

6. Brief description of the concept attainment exercise:

FIELD USE OF SOCIAL STUDIES

CONCEPT ATTAINMENT EXERCISES

Objective

Using the planning form selected from Module #4, the intern will present the exercises to a group of students.

Enabling Activities

1. Present the exercises to a group of students.
2. Complete Checklist 5.1.
3. Submit planning form on concept attainment exercises and Checklist 5.2 to the on-site instructor.

Evaluation

Exhibit a minimum of half of the behavioral criteria on Checklist 5.2 at average or above levels.

Return completed Checklists 5.1 and 5.2 to the course facilitator.

SOCIAL STUDIES CONCEPT ATTAINMENT CHECKLIST

Exhibit a minimum of half of the behavioral criteria included on the Social Studies Concept Attainment Checklist at the average or above levels (3 being above average, 2 being average, 1 being below average).

	1	2	3
1. Did you understand the concept you selected to work with?	___	___	___
2. Were the enabling activities you selected clearly related to the concept?			
3. Were you enthusiastic about sharing the concept with children?	___	___	___
4. Did you expect the children to want to do the activities?	___	___	___
5. Did you have most of the children's attention when you began?	___	___	___
6. Did you stop the activities before the children became restless?	___	___	___
7. Were the children comfortable during the activities?	___	___	___
8. Were you sensitive to questions the children had about the activities?	___	___	___

ON-SITE INSTRUCTOR'S SOCIAL STUDIES CONCEPT

ATTAINMENT CRITERIA CHECKLIST

The intern should exhibit a minimum of half of the behavioral criteria included on the On-Site Instructor's Social Studies Concept Attainment Criteria Checklist at the average or above levels (3 being above average, 2 being average, 1 being below average).

	1	2	3
1. The intern understood the concept selected.	____	____	____
2. The activities selected by the intern clearly related to the concept.	____	____	____
3. The intern expressed enthusiasm during the activities.	____	____	____
4. The intern expected the children to want to do the activities.	____	____	____
5. The intern had most of the children's attention at the beginning and held their interest.	____	____	____
6. The intern stopped the activities before most of the children became restless.	____	____	____
7. The intern helped the children feel comfortable during the activities.	____	____	____
8. The intern was sensitive to questions the children had about the activities.	____	____	____

PLANNING AN INDUCTIVE TEACHING EPISODE

ON CONCEPT FORMATION

Objective

Using the text by Joyce, Weil, and Wald, the intern will classify teacher questions and statements and will plan an inductive teaching episode on concept formation. The intern, class, and facilitator will discuss and evaluate the plan before field use.

Enabling Activities

1. Read and answer questions on pp. 25-30 in the text by Joyce, Weil, and Wald. The sections include:

   Section 6--Taba's Concept Formation Strategy
   Section 7--Classifying Teacher Questions and Statements
   Section 8--Teaching Skills and Concept Formation

2. Develop a plan for an inductive teaching episode following the form in Handout 6.1.

3. Present plan to class for discussion.

Evaluation

The course facilitator will examine the inductive teaching episode plan to determine if:

(1) the data is appropriate to grade level;

(2) the data is multifaceted;

(3) the data relates to the selected concept.

PLANNING FORM: INDUCTIVE TEACHING

Think about what the students are to do with the data and what moves or questions you can ask to develop each of the thinking operations. Not all questions can be preplanned. Some questions will relate to the students' responses and emerge from the discussion. However, some advance planning is helpful for this strategy.

1. Behavioral objectives:

2. Concept(s):

3. Source of materials:

4. Method of presentation:

5. Interaction guide (briefly describe the activity in each stage and list questions you will ask.)

Stage	Activity	Questions
1		
2		
3		

FIELD USE OF AN INDUCTIVE TEACHING EPISODE ON CONCEPT FORMATION

Objective

Using the plan for an inductive teaching episode on concept formation developed in Module #6, the intern will present the teaching episode to a group of students.

Enabling Activities

1. Using the plan developed in Module #6, present a teaching episode.
2. Complete Checklist 7.1.
3. Submit teaching plan and Checklist 7.2 to the on-site instructor.

Evaluation

Exhibit a minimum of half of the behavioral criteria on Checklist 7.2 at average or above levels.

Return Checklists 7.1 and 7.2 to the course facilitator.

SOCIAL STUDIES INDUCTIVE APPROACH TO

CONCEPT FORMATION CHECKLIST

Exhibit a minimum of half of the behavioral criteria on the checklist below at the average or above levels (3 being the highest).

	1	2	3
1. Did you understand the concept you selected for the presentation?	___	___	___
2. Were your questions clearly related to the concept?	___	___	___
3. Did you expect students to offer answers to your questions?	___	___	___
4. Did the students see similar characteristics between items?	___	___	___
5. Did the students see different characteristics between items?	___	___	___
6. Did the students develop labels or categories for the items?	___	___	___

ON-SITE INSTRUCTOR'S INDUCTIVE APPROACH TO

CONCEPT FORMATION CRITERIA CHECKLIST

(The on-site instructor should review the chart on Handout 7.3.)

The intern should exhibit a minimum of half of the behavioral criteria included on the checklist below at average or above levels (3 being the highest).

	1	2	3
1. The intern understood the concept selected.	___	___	___
2. The questions asked by the intern clearly related to the concept.	___	___	___
3. The intern expected the children to offer answers to his/her questions.	___	___	___
4. The intern elicited similar characteristics between items from students.	___	___	___
5. The intern elicited different characteristics between items from students.	___	___	___
6. The intern elicited labels or categories for the items from students.	___	___	___

QUESTIONS FOR THREE STAGES OF CONCEPT FORMATION

Stage	Function of Question	Question
1	To elicit ideas from students	What did you read in this chapter?
	To restate questions in new ways to get more ideas	What do you know about the topic?
2	To develop criteria for grouping	What are some of the ways in which we can put these items together?
	To help students see relations between items	What items belong together?
	To explore similarities	What are some of the reasons why you put these items together?
	To explore differences	Are there any relationships among the items that would justify organizing them into groups?
	To explore characteristics of various items	Why does this item go here?
3	To develop various labels or categories	What heading can we give this group?
		What shall we label those items that we put together?
	To summarize the characteristics of items in a group	What label can we give to the main characteristic these things have in common?
		What are some labels that you could assign each group to show the relations you have found?

ANALYSIS, USE, AND ADAPTATION OF RESOURCES FROM THE SOCIAL STUDIES RESOURCE CENTER

Objective

Using the Social Studies Resource Center, the intern will write an analysis of five existing resources. The intern will choose one resource to use and one resource to adapt for a teaching plan.

Enabling Activities

1. Read and analyze five resources from the Social Studies Resource Center, utilizing the following criteria: rationale, concepts involved, appropriateness for students, and types of activities. (See Handout 8.1.) Submit these analyses, in writing, to the course facilitator.

2. From the resources available and previously analyzed, select one activity to use and one to adapt. Develop a teaching plan for use with students. (See Handout 8.2.)

3. Present this plan to the class.

Evaluation

1. The course facilitator will examine the five analyses to determine if the intern correctly identified the rationale, concepts, student appropriateness, and types of activities of each resource.

2. The course facilitator will examine the teaching plan to determine if: (a) the resource used and the resource adapted are consistent with the purpose and objective of the lesson, and (b) the activities selected are consistent and appropriate.

Handout 8.1

Intern's Name_____

SOCIAL STUDIES RESOURCE ANALYSIS FORM

Resource Analyzed

1. Rationale of resource

2. Major concepts dealt with in resource

3. Appropriateness of resource for students

4. Types of activities included in resource

Handout 8.1

Intern's Name_____

SOCIAL STUDIES RESOURCE ANALYSIS FORM

Resource Analyzed

1. Rationale of resource

2. Major concepts dealt with in resource

3. Appropriateness of resource for students

4. Types of activities included in resource

Intern's Name_____

SOCIAL STUDIES RESOURCE ANALYSIS FORM

Resource Analyzed

1. Rationale of resource

2. Major concepts dealt with in resource

3. Appropriateness of resource for students

4. Types of activities included in resource

Handout 8.1

Intern's Name_____

SOCIAL STUDIES RESOURCE ANALYSIS FORM

Resource Analyzed

1. Rationale of resource

2. Major concepts dealt with in resource

3. Appropriateness of resource for students

4. Types of activities included in resource

Intern's Name_____

SOCIAL STUDIES RESOURCE ANALYSIS FORM

Resource Analyzed

1. Rationale of resource

2. Major concepts dealt with in resource

3. Appropriateness of resource for students

4. Types of activities included in resource

UTILIZATION OF SOCIAL STUDIES RESOURCES

TEACHING PLAN FORM

Intern's Name:

Resource used:

Resource adapted:

Purpose

Objective

Activities

FIELD USE OF TWO RESOURCES FROM THE SOCIAL STUDIES RESOURCE CENTER

Objective

Using the teaching plan developed in Module #8, the intern will present the activities to a group of students and will develop and submit to the on-site instructor a criteria checklist appropriate to the teaching plan.

Enabling Activities

1. Present the activities developed in Handout 8.2 to a group of students.

2. Develop a checklist (numbered 9.1) to fit your plan. (Include as one performance criteria the following statement: "The intern developed a criteria checklist appropriate to his/her teaching plan.")

3. Submit Checklist 9.1 to the on-site instructor.

Evaluation

Exhibit the minimum behavioral criteria required by Checklist 9.1. Return Checklist 9.1 to the course facilitator.

INVESTIGATION OF TWO TEACHING STRATEGIES

Objective

Using the text by Joyce, Weil, and Wald, the intern will list and explain three advantages and three disadvantages of two teaching strategies.

Enabling Activities

1. Using the text by Joyce, Weil, and Wald, read the following:

   Part Two, "Group Investigation," pp. 69-137.
   Part Three, "Role Playing," pp. 139-178.

2. List and explain three advantages and three disadvantages of each of these two teaching strategies.

3. Submit these lists to the course facilitator.

Evaluation

The course facilitator will check to determine if the list explains the advantages or disadvantages each teaching strategy has for: (1) children, and (2) the intern as an individual teacher.

FIELD USE OF A TEACHING STRATEGY AND DEVELOPMENT OF STUDENT EVALUATION

Objective

Using the strategy of either group investigation or role playing, the intern will: (1) develop a teaching plan, (2) present the planned learning activities to a group of students, and (3) develop and record the results of a student evaluation of the classroom activity.

Enabling Activities

1. Develop a teaching plan utilizing the strategy of either group investigation or role playing.
2. Develop a student evaluation device to determine whether the students enjoyed the strategy.
3. Complete Checklist 11.1.
4. Submit Checklist 11.2 to the on-site instructor for completion.
5. Write a summary of the results of the student evaluation.

Evaluation

Exhibit a minimum of two-thirds of the behavioral criteria at average or above levels.

Return Checklists 11.1 and 11.2, the completed student evaluations, and a written summary of the results of the student evaluation to the course facilitator.

TEACHING STRATEGY AND STUDENT EVALUATION CRITERIA CHECKLIST

Exhibit a minimum of two-thirds of the behavioral criteria on the checklist below at the average or above levels (3 being the highest).

	1	2	3
1. Did you understand the teaching strategy you selected?	___	___	___
2. Were the activities you selected clearly related to the teaching strategy?	___	___	___
3. Did you express enthusiasm for the activities?	___	___	___
4. Did the students feel comfortable during the activities?	___	___	___
5. Did you prepare and present a student evaluation of the activities?	___	___	___
6. Did you evaluate the results of the student evaluation?	___	___	___

ON-SITE INSTRUCTOR'S STRATEGY AND STUDENT EVALUATION CRITERIA CHECKLIST

Please circle one: The intern used: (1) role playing strategy; (2) group investigation strategy).

The intern should exhibit a minimum of two-thirds of the behavioral criteria on the checklist below at the average or above levels (3 being the highest).

	1	2	3
1. The intern understood the teaching strategy.	___	___	___
2. The intern selected activities clearly related to the teaching strategy.	___	___	___
3. The intern expressed enthusiasm during the activities.	___	___	___
4. The intern helped the children feel comfortable during the activities.	___	___	___
5. The intern elicited student evaluation of the activities.	___	___	___
6. The intern evaluated the results of the student evaluation.	___	___	___